

RENEWS

Bringing fresh eyes  
to media literacy

# CREATIVE WRITING EXERCISES

# Exercise 1

## *Alphabet*

### Instructions

Divide the class into small groups of 4 or 5 students. In their groups, all the students choose a letter of the alphabet and then take turns writing a sentence starting with the chosen letter. Each student adds the sentence he or she created to the previous sentence, making a silly story.

### Example:

- **V**ictor came out of the tent and felt tired.
- **H**is oxygen machine had not worked for a month.
- **E**very one of its tubes was clogged with dirt and dust.

The exercise can go on for as long as the students can keep up the story, or until you decide to stop.

# Exercise 2

## *Word play*

### Instructions

Create a series of 6 or 7 words chosen at random. In pairs, the pupils must then write a short text containing all the words on the list.

### Exemple

→ Russia, comfort, turnip, stool, meadow, greed.

# Exercise 3

*What's the story?*

*Additional instructions for this exercise are provided in the teaching booklet*

## Instructions

Suggest that your students write an article from scratch, using only a title that you have chosen beforehand. Guide them with these few questions:

- What writing style will you go for? (Horror, sensational, news, etc.)
- Are there any local authorities or organisations involved in this story? If so, what is their role?
- Who are the protagonists? What were their intentions? Where and when did the story take place?
- What do the local community or neighbours think about the situation?
- What do you want the reader to remember from this story? What should their opinion be after reading this article?

# Exercise 4

*Who is the source?*

## Instructions

The purpose of the exercise is to introduce students to neutrality, the work of the journalist and the importance of sources. In small groups, the students pretend to be journalists who have to investigate a fictitious situation.

## Example

*There has been a car accident in your town, and someone has been injured. We do not know the person responsible; we only know that a damaged car was found, with local license plates. The driver, who fled, was last seen in a small store on the outskirts of town. Finally, the day before, the same car was seen parked near the home of a local councillor.*

The students must write a step-by-step plan of how they will gather the information they need to write an article about the accident. Ask them to consider the following questions:

→ Who are you going to interview? (Be sure to gather different points of view, this will help you stay as neutral as possible)

→ Where are you going to go?

→ What other questions are you going to ask yourself?

Students should make a list of at least 7 steps and 5 questions.

# IDEA GENERATOR

## TO HELP CREATE WEBMAGAZINES

This section offers three exercises to help students develop the content of their web magazine. The "**Should I stay or should I go?**" and "**Share ReNews**" activities are inspired by local and engaged journalism, while the "**What interests me?**" exercise helps students identify their strengths and interests.

# Activity 1:

*Should I stay  
or should I go?*

## Instructions

Ask your students the following questions:

- In your opinion, what are the important topics in your city or neighbourhood that concern young people?
- What would you like people in your city or neighbourhood to know about?
- Do you like your neighbourhood or your city? Why do you want to stay or go?

In their groups, ask them to make a list of the advantages and disadvantages of their city or neighbourhood. This will provide them with the material to write two short texts: "Why I'm staying in my city" and "Why I'm leaving my city".

This activity aims to help young people identify the needs and ideas they have in relation to the city they live in. It should therefore enable them to write an article bringing their observations and proposed solutions to the attention of political decision-makers and local authorities.

# Activity 2:

*What am I  
passionate about?*

## Instructions

Many students have personal hobbies and interests. Suggest that they get into pairs and ask each other about their passions. Each must learn as much as possible about the other by asking relevant questions, such as:

- Why do you do that?
- What is it exactly?
- How did you learn and/or develop this hobby?
- How long have you been doing this?
- Do you have a source of inspiration (a person, a goal, etc.) that motivates you to keep it up?

The purpose of this activity is for them to write an article about their hobby or interest and perhaps discover what they have in common with other students. If appropriate, you could suggest that students form writing teams based on their common interests. Finally, this activity can be used as training in conducting interviews.

# Activity 3:

## *Share ReNews*

### Instructions

Ask your students the following questions:

- What do you think are the most important topics and lessons for media education workshops?
- Which deserve more attention and should be taught more?
- What are the biggest dangers, or the most interesting things, that everyone should absolutely know about?

Ask your students to write a short article about it!

# ReNEWS

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**ASSFAM-GROUPE SOS Solidarités develops educational projects to promote dialogue between cultures, to fight against prejudice and to enhance the rights and freedoms guaranteed by the principle of secularism.**

Through workshops on critical media education for both professionals in the socio-educational field and young people, ASSFAM-GROUPE SOS Solidarités' trainers offer programs that help protect young minds from disinformation, conspiracy theories and online hate speech. ASSFAM-Groupe SOS Solidarités has supported original socio-educational projects, promoting cultural diversity and common values through cultural (theatrical performances) and creative events (Créathon, Hackathon).



Founded in 2006, ISD is a medium sized leading global 'think and do' tank, dedicated to understanding and innovating real-world responses to the rising tide of polarisation, hate and extremism of all forms. The organisation combines anthropological research, expertise in international extremist movements and an advanced digital analysis capability that tracks hate, disinformation and extremism online, with policy advisory support and training to governments and cities around the world.

**ISD promotes fundamental values, builds resilience and combats hate and extremism through inclusive educational and digital citizenship programmes such as "Be Internet Citizens" (in partnership with Google and YouTube) and "Young Digital Leaders" (ISD's European digital citizenship/media literacy educational program).**



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